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A study was conducted (1) to determine whether or not length of school experience affects teachers' ability to deal with difficult classroom situations in ways which are constructive rather than punitive and (2) to analyze the effects of an experimental course designed to help them translate psychological principles into appropriate response behavior. A panel of five judges categorized 1500 "difficult" classroom situations gathered from teachers, and built the 30-item Classroom Situation Questionnaire which was administered to 173 teachers with varying lengths of experience. The judges classified their responses to the situations in terms of the diminishing-interruptive vs. the non-diminishing, non-interruptive dimension of classroom behavior (i.e., the extent to which teaching behavior was interruptive of the learning process because it diminished the self-concept of students, class, or teacher). Analyses of variances did reveal response differences, with the most productive teacher behaviors occurring at the third and between the sixth and tenth years of service. The experimental course was given to 156 teachers; 30 not enrolled were a control group. Analyses of variance of repeated measures resulted in F ratios indicative of significant differential effects between the two groups beyond the .01 level, with the experimental group changing positively, the control group negatively. (JS)

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CHANGING TEACHER RESPONSE BEHAVIOR TO THOSE MORE CONSISTENT WITH GOOD MENTAL HEALTH PRACTICES*

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Few people involved in teacher education have not been puzzled by the good student who performed very well in the college classroom and in student teaching but who seem to become another person: harried, punitive, resentful after a few months full-time teaching. They seem to have completely forgotten what they had learned in their psychology classes and their supervised experiences with children. In conversation with many of these "graduate teachers" one heard repeatedly that "nothing I had prepared me for what really is". In probing further to clarify "what really is" a total of fifteen hundred "classroom situations that I feel I did not handle well" were collected from teachers in grades 1 - 12 in all levels of urban and suburban schools.

These classroom situations were then examined and classified by 5 judges: 3 classroom teachers and 2 psychologists. The judges found that the 1500 anecdotes fell readily into a small number of categories:

Dealing with some form of lateness	186
Dealing with failure to do work	185
Dealing with being "fresh" with teacher	71
Dealing with fighting among children	68
Dealing with cheating in work	51
Dealing with "not following school rules"	156
Dealing with poor attendance	61
Dealing with grooming in classroom	185
Dealing with "talking" at inappropriate times	25
Dealing with inability to do class work	39

Dealing with "student who could do better"	149
Dealing with lying about behavior	20
Dealing with stealing	27
Dealing with telling or imputing teacher is unfair	53
Dealing with repeated failure to follow directions	58
Dealing with class failure to understand work	29
Dealing with outlandish clothing, buttons, etc.	67
Dealing with outright refusal to do as told	36
Dealing with tattling	26
Dealing with miscellaneous matters	26

It can be noted that the list of difficulties of undesirable classroom behavior is not unlike that of the Wickman, Stauffer, et al studies. ( )

In order to identify more specifically how teachers reacted to these particular situations an instrument, Classroom Situation Questionnaire (CSQ) was prepared that might help in doing this. It was comprised of 30 items taken from the previously mentioned 1500 classroom situations that had been dealt with by the teachers in a most unsatisfying manner.

The purpose of this study was to try to determine if the length of a teacher's experience in school settings is a factor in how he responds to problem situations. Further, an attempt was made to introduce teachers to a new approach to graduate educarion, one which was based on the concept that teacher training involves not only the absorption of cognitive information but must also afford the student an opportunity to practice new behav-

lors, based on his new knowledge. A test of the effects of that training was also undertaken.

A number of Hypotheses were posed and two groups were to be used to test the hypotheses: one an experimental group and one a control group.

Hypothesis One

The initial phase of the project was the attempt to investigate the question, "Do teachers with different lengths of service respond differently to classroom situations?" To answer this question, the following null hypothesis was tested.

> Teachers with different lengths of service do not respond differently to the diminishing-interruptive versus the non-diminishing, non-interruptive dimensions of classroom situations.

One hundred seventy-three teachers with varying lengths of teaching experience who were taking a graduate course: Teaching and the Student Personality were given the Classroom Situation Questionnaire at the first session of their classes. The teachers were asked to respond to these situations as they would if it happened to them in their classrooms. The range of teaching experience was from one year to twenty-one years.

A panel of five independent judges rated their answers as either d/i or nd/ni:

d/i - diminishing of student, class or teacher and interruptive of work being done.

nd/ni - non-diminishing of student, class, teacher and non-interruptive of the work being done.

Ratios of non-diminishing, non-interruptive responses were calculated.

Table I presents a summary of the means of these ratios for teachers with varying lengths of school experience.

TABLE I

Means of Ration of Non-Diminishing, Non-Interruptive Responses to Total Responses for 173 Teachers of Varying Lengths of School Experience

	No. of Years of School Experience							
	1 Year	2 Year	3 Year	4 Year	5 Year	6-10 Years	11-15 Years	16-21 Years
N =	47	29	22	7	19	24	10	15
T = (Mean)	9.7	12.31	14.45	11.28	11.47	15.21	11.50	14.33

The data were subjected to an analysis of variance for unequal n's. (Table 2)

TABLE 2

Analysis of Variance--Unequal N's For Ratio of Non-Diminishing, Non-Interruptive To Total Responses of 173 Teachers of Varying Lengths of School Experience

Source of variation	ss	df	MS	F
Treatments	710.77	7	101.54	4.81**
Experimental error	3439.47	165	20.84	
Total	4150.24	172		
		125		
	**F.99	(7,148	= 2.79	

The resultant F ratio of 4.81 indicated that there was an overall significant difference among groups beyond the .01 level of significance.

Tests on differences between all pairs of means indicated that there was a significant difference at the .05 level between the third year and first year periods and a significant difference at the .01 level between the 6-10 year and the first year periods.

Referring to Table 1 it appears that teachers in this sample seemed to be significantly less diminishing-less interruptive at the third year (T = 14.45) and between the sixth and tenth years (T = 15.21) than at other time periods.

Hypothesis Two

Teachers trained to handel problem situations in the classroom differ from teachers who are not so trained.

Experimental Group: Consisted of 156 teachers from the original sample of 173 teachers. These were teachers who had been enrolled in a graduate course entitled: Teaching and the Student Personality.

(1) At the first meeting of the class (25 to a class) they were asked to respond to the CSQ. These were collected but the barrage of questions about it were fended with: "These will be discussed later".

(2) Each teacher was asked to bring to each class, in dialogue form, any situation which he felt he had dealt with inadequately and in which the behavior of the child seemingly worsened.

(3) These situations were role played in class.

(4) Roles were changed as the teachers revised their behavior to coincide with the principles they stated they were defending.

(a) "Children behave in the only way they know how to behave at the moment of behaving."
(b) Developmental task concept
(c) Principles of human growth and development'
(d) Maintenance of the self-concept
(e) The major role of teacher is enhancing the individual's cognitive power.

The results of the data analysis on the pre-data follow:

Table 3 summarizes the means of the ratios of non-punitive, non-disminishing responses to the total responses of the group of 156 teachers of varying lengths of experience at the beginning of the coursework.

TABLE 3

Means of Ratio of Non-Diminishing, Non-Interruptive Responses for 156 Teachers of Varying Lengths of School Experience Before Graduate Course

	No. of Years of School Experience							
	1 Year	2 Year	3 Year	4 Year	5 Year	6-10 Years	11-15 Years	16-21 Years
N =	47	29	22	7	19	20	6	6
T =	9.7	12.31	14.45	11.28	1.47	15	11	15.83

The data were subjected to an analysis of variance for unequal n's. Table 4 presents a summary of this analysis.

The resultant overall F ratio of 4.72 indicates a significant difference among groups beyond the .01 level of significance.

TABLE 4

Analysis of Variance of Unequal N's For Ratio of Non-Diminishing, Non-Interruptive To Total Responses of 156 Teachers of Varying Lengths of School Experience Before Graduate Course

Source of variation	ss	df	MS	F
Treatments	664.64	7	94.94	4.72**
Experimental error	2972.51	148	20.09	
Total	3637.15	155		
	**F.99	(f,148) = 2.79		

Tests on differences between all pairs of means indicated that there was a significant difference at the .01 level of significance between the third year, six to ten year periods, and the first year period. Also, there was a significant difference at the .05 level between the second year period and the first year. Teachers with these three periods of school (3 year, 6-10 year, and 16-21 years) experience were significantly less diminishing and less interruptive than at other extended time periods. (See Table 3)

After the course experience the 156 teachers were again asked to respond to the Classroom Situation Instrument. Table 5 presents a summary of the means of the ratios of non-punitive to total responses for the post test.

TABLE 5

Means of Ratio of Non-Diminishing, Non-Interruptive Responses for 156 Teachers With Varying Lengths of School Experience After Graduate Course

	No. of Years of School Experience							
	1 Year	2 Year	3 Year	4 Year	5 Year	6-10 Years	11-15 Years	16-21 Years
N =	47	29	22	7	19	20	6	6
T =	23.59	22.34	23.68	21.71	22.10	24.15	24.33	23

TABLE 6

Analysis of Variance of Unequal N's For Ratio of Non-Diminishing, Non-Interruptive to Total Responses of 156 Teachers of Varying Lengths of School Experience After Graduate Course

Source of variation	ss	df	MS	F
Treatments	97.82	7	13.97	.98
Experimental error	2111.79	148	14.26	
Total	2209.61	155		

Table 6 represents the summary for the analysis of variance for unequal N's for the responses of 156 teachers with varying lengths of service after the course experience. The overall F of .98 indicated no significant differences among groups after the graduate course experience.

TABLE 7

Summary Analysis of Variance-Repeated Measures (Pre and Post Responses) For 156 Teachers With Varying Lengths of School Experience

Analysis of Variance				
Source of variation	ss	df	MS	F
Between people	3592.27	155		
Within people	11857.00	156		
Conditions	9602.51	1	9602.51	659.96**
Residual	2254.49	155	14.55	
Total	15449.27	311		

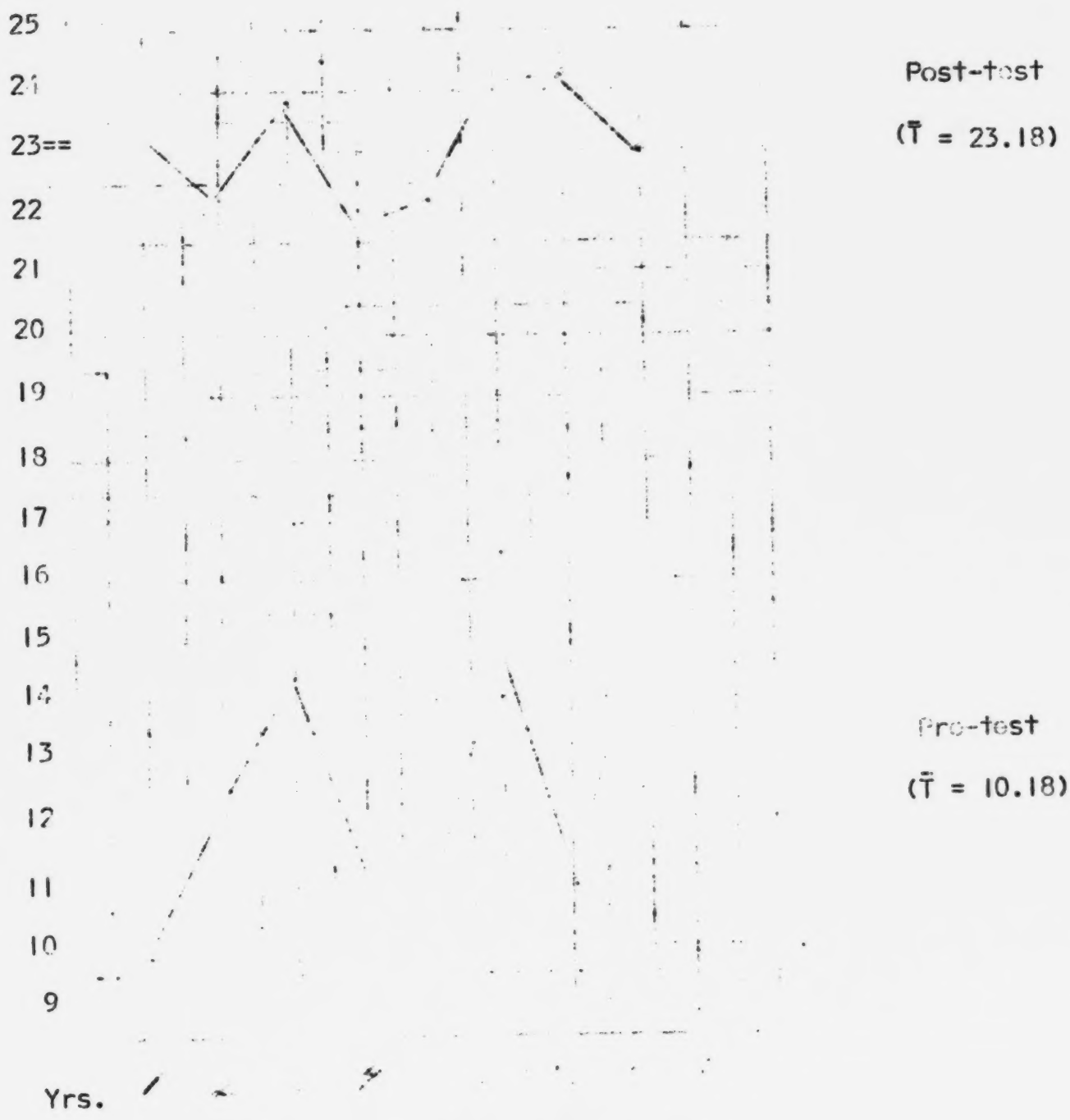
**F.99 (1,155) = 6.85

Recorded above in Table 7 is a summary analysis of variance having repeated measures on the same 156 teachers (pre and post responses). A significant difference well beyond the .01 level was found between the pre and post measures.

Figure 1 below is a graphic representation of the results. The graph clearly shows that the post responses are much higher in non-punitive responses ($\bar{T}$ = 23.18) when compared with the lower non-punitive responses for the pre-test ($\bar{T}$ = 10.18)

Figure 1

Profiles of Means of N/D and N/I to the Total Responses for 156 Teachers - Pre and Post Graduate Course



Time Periods of Teaching Experience

Control Group

Thirty teachers not taking the course were also asked to respond to the CSQ. The range of teaching experience was the same as for the Experimental Group: one to twenty one years. The control group of teachers were being exposed to other graduate education and psychology courses.

Table 8 presents a summary of the means of the nd/ni responses to total responses for the control group.

TABLE 8

Means of Ratio of nd/ni responses to total Responses for 30 Teachers of Varying lengths of School Experience (Pre-test)

	No. of Years of School Experience							
	1 Year	2 Year	3 Year	4 Year	5 Year	6-10 Years	11-15 Years	16-21 Years
N =	7	2	3	4	4	6	3	1
T = (Means)	8.28	8	12	13	14	15.5	11	10

The data were subjected to an analysis of variance for unequal n's (table 9)

TABLE 9

Analysis of Variance-Unequal n's for ratio of nd/ni to Total Responses of 30 Teachers of Varying lengths of Experience (Pre-test)

Source of variation	ss	df	MS	F
Treatments	227.87	7	32.55	66.4**
Experimental Error	10.93	22	.49	
Total	238.80	29		

**F.99 (7,22) = 3.59

The resultant F ratio of 66.4 indicated that there was an overall significant difference among groups beyond the .01 level of significance.

Tests on differences between all pairs of means indicated that there was a significant difference at the .01 level between the following pairs of means:

11 -- 15 years and 1st - 2nd year
3 year
4 year
5 year
6 - 10 years

4, 5, 6, years and 11 - 15 years
5, 6 years and 3 years
6 and 4 years
6 and 5 years

Table 8 shows that the first and second years seem to indicate more punitive behavior than at other time periods.

After 15 weeks the 30 teachers were again asked to respond to the CSQ. Table 10 presents a summary of the means of the ratios of non-punitive to total responses for the post test.

TABLE 10

Means of Ratio of nd/ni Responses to Total Responses for 30 Teachers of Varying Lengths of School Experience (Post)

	No. of years of School Experience							
	1 Year	2 Year	3 Year	4 Year	5 Year	6-10 Years	11-15 Years	16-21 Years
N =	7	2	3	4	4	6	3	1
T =	6.85	6	9.66	11.75	13.25	15.83	10	7

TABLE 11

Analysis of Variance-Unequal n's for Ratio of nd/ni to total Responses of 30 Teachers of Varying Lengths of Experience (Post)

Source of Variation	ss	df	MS	F
Treatments	354.43	7	50.63	10.14**
Experimental Error	109.87	22	4.99	
Total	464.30	29		

**F.99 (7,22) - 3.59

Measures taken after 15 weeks indicated that there were still significant differences among the groups. (table 11)

Tests on differences between all pairs of means resulted in the following significant differences (.01) among means: between 5, 6 - 10 years and 2 years, between 6 - 10 years and ., 8, 3 and 7 years. The means on Table 10 seem to indicate that for this group the 6 -10 year period was less punitive than other time periods.

Pre and post measures were subjected to an analysis of variance of repeated measures. Table 12 summarizes this.

TABLE 12

Summary analysis of Variance of Repeated Measures (Pre & Post) for 30 Teachers With Varying Lengths of School Experience

Analysis of Variance

Source of Variation	ss	df	MS	F
Between people	624.75	29		
Within people	66.5	30		
Conditions	18.15	1	18.15	10.99**
Residual	48.35	29	1.66	
Total	691.25	59		

**F.99 (1,29) = 7.64

As table 12 indicates, the F ratio of 10.9 is significant beyond the .01 level between the pre and post measures on the control group. A glance at Tables 8 and 10 will further show that for the control group, the responses became more punitive after 15 weeks.

Discussion

The data seem to indicate that:

1. The amount of school experience that a teacher has seems to affect her punitive responses to difficult classroom situations. The data from the large sample indicates that the third year period and the 6 - 10 year period are the least punitive and diminishing than other periods.

2. Training does make a difference, if training is the word. Teachers given an opportunity to examine their own behavior and comparing it with what they expected from their students (change) were appalled with their violation of their self-concept and unconscious rejection of what they had learned about learning process and human development. Listening to play-backs of certain situations in which they had been involved within a group with similar behavior patterns created a climate in which they could examine themselves as teachers and people. Since each session of the course was directly concerned with what was said, why it was said, the effects created, the effects desired, and all of it related to psychology and educational findings it seemed as if new patterning of behavior on the part of the teacher did occur. An examination of the teachers not involved in the training indicates that their behavior worsened, became more punitive in some cases. Evidently patterning changed with the control group but it appears to be a negative reinforcement of their patterns.